

Linguistic Imperialism, Cultural Integrity, and EIL

by *Marko Modiano*

“We must keep in mind that acquiring English is something difficult to avoid.” This quotation underscores Modiano’s perspective on the fact that the English language has become a global lingua franca. He places himself somewhere in the middle in the debate between those who view English as a tool of imperialism and those who see it as a source of empowerment. In Modiano’s view, responsible ESL/EFL teachers are linguistic ecologists who are concerned both with maintaining their students’ own languages and with advocacy of an inclusive perspective towards English. He argues that teachers should place less emphasis on student attainment of near-native English proficiency, because this objective is both impractical and inappropriate. Instead, because the use of English is so widespread, teachers should concentrate on raising student awareness that it is the one language that can truly belong to everyone and be used by anyone. Those involved in English language teaching or interested in English as an international language (EIL) will find food for thought in this article.

Pronunciation and Language Learning: An Integrative Approach

by *Bertha Chela-Flores*

Many EFL teachers who teach classes for beginners would like to incorporate pronunciation practice into listening and speaking activities. However, they find that many pronunciation activities are too difficult for their students because of the vocabulary and grammar structures that they contain. Chela-Flores recommends that these teachers focus on the suprasegmental components, such as rhythm and intonation, of meaningful chunks of language that their students have already learned. For example, teachers can present rhythmic differences between stressed and unstressed syllables, first with nonsense syllables so that students will focus only on the sounds, and then with short phrases such as *What’s your name?* and *Excuse me*. Teachers can then give minimal pairs made up of other phrases and ask students to decide whether the rhythmic patterns in the phrases are the same or different. Chela-Flores gives suggestions for how students can practice both recognition and pronunciation of the rhythms they have studied using dialogs adapted from any textbook. This approach can help students focus on rhythm and intonation as essential components of intelligibility, and it allows teachers to deal effectively with pronunciation problems in a beginner-level syllabus.

Induction from Self-selected Concordances and Self-correction

by *Richard Watson Todd*

This article describes Todd’s attempt to incorporate student-designed concordances into revision of their written work. Using only one page of a written assignment from each student, he highlighted two vocabulary items that had been used inappropriately and handed the pages back to the students. The students were then directed to the Internet site FAST Search (<http://www.alltheweb.com>) to find examples of the correct use of the two words and to develop a 10-instance concordance for each word. After they had completed this task, they were required to use their concordances as references in order to induce the rules of usage for their problematic words. Later, students were encouraged to refer to both their concordances and their rules when revising the written assignments. When Todd evaluated the 25 revised assignments turned in at the end of this activity, he found that most of the students were using the problematic vocabulary words correctly. This is a strong indication that Todd’s technique may be useful for other classes of intermediate and higher level students.

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